

Evaluations serve as pathways

for professional growth

JSD

THE LEARNING FORWARD JOURNAL

**Principals
ditch
'gotcha'
in favor of
growth** p. 10

**OBSERVATION
TOOL CREATES
LIGHT BULB
MOMENTS FOR
TEACHERS** p. 30

**LEARN HOW TO GIVE
FEEDBACK THAT MAKES
A DIFFERENCE** p. 16

**Top 10
learning
needs for
teacher
leaders** p. 48

TEACHER EVALUATION

THAT MOTIVATES, INVIGORATES, AND STIMULATES



Outcomes:

Participants will:

- Explore other districts' evaluation and professional growth models
- Consider strategies to strengthen their district's growth models



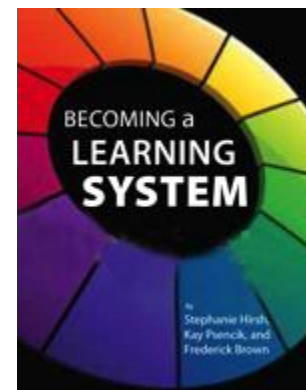
Setting the Stage

- Articulating the district's policy for the appraisal process
- Identifying which standards provide the foundation for that process
- Clearly stating which measures and weights will inform the formative and summative evaluations.
- Clarifying the roles of supervisors, coaches, team leaders, expert teachers, novice teachers, and individual educators in the evaluation system.



Becoming a Learning System: **Linking Evaluation to Professional Learning**

- Set student growth goals
- Set educator performance goals
- Establish educator (individual and team) learning plans
- Apply the learning with appropriate support
- Gather feedback during implementation
- Assess impact and determine next steps



FROM 'GOTCHA' TO

GROWTH

HOW PRINCIPALS PROMOTE LEARNING IN THE CONTEXT OF TEACHER EVALUATION



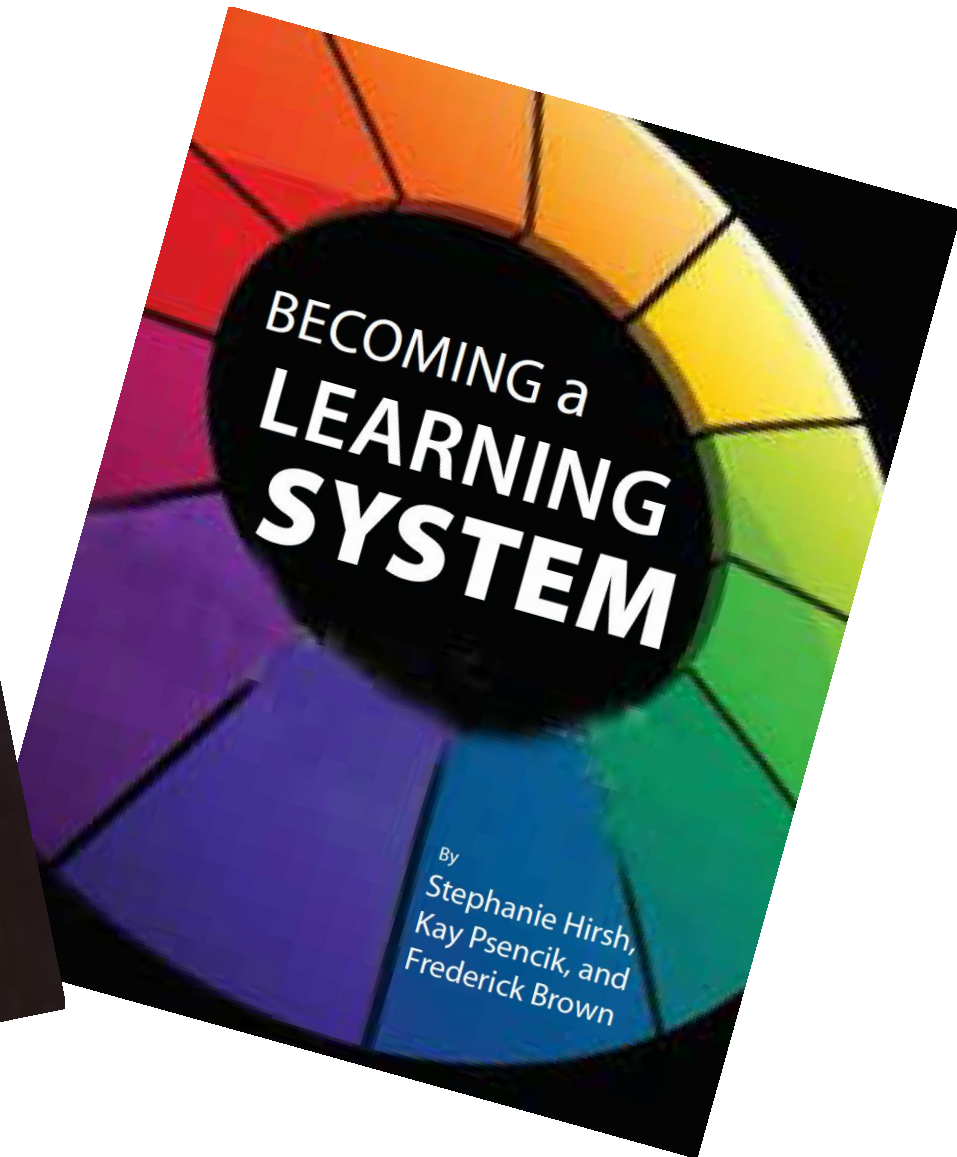
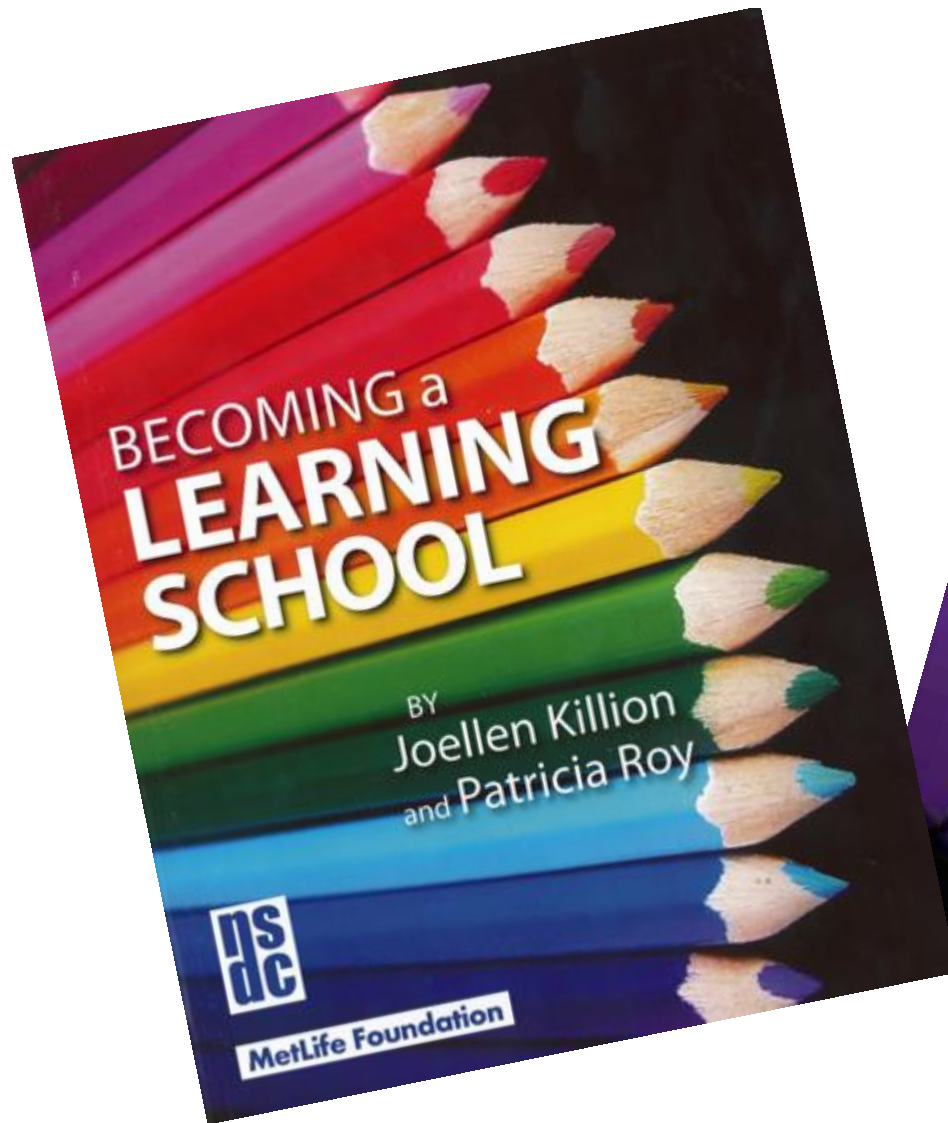
Let's do a quick jigsaw:

- What are the key takeaways?
- Which ideas are being implemented in your systems?
- Which ideas would you like to see implemented in your systems?



INSPIRE LEARNING, NOT DREAD

CREATE A FEEDBACK CULTURE THAT LEADS TO IMPROVED PRACTICE



Becoming a Learning System

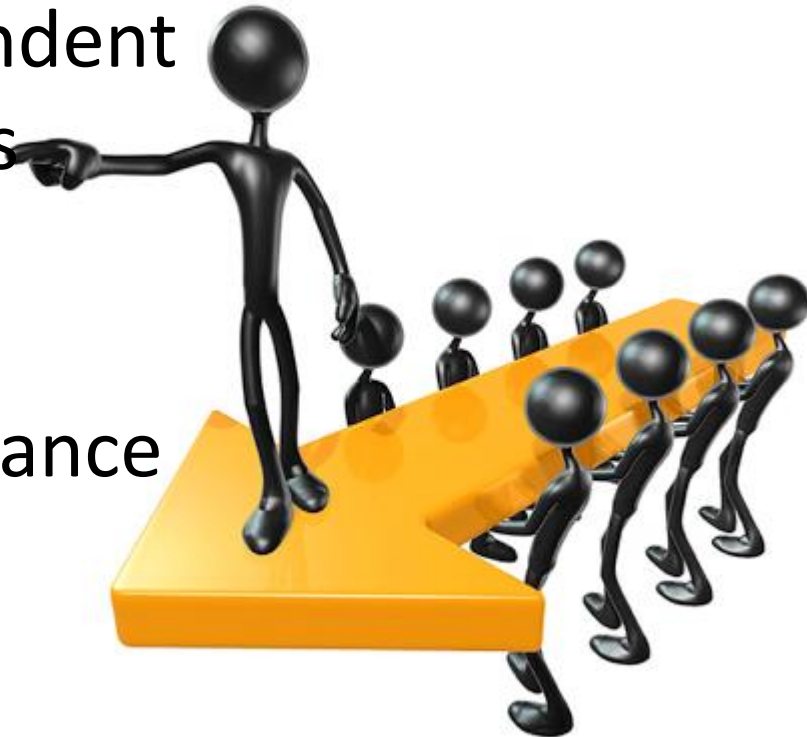
Section 1: Beliefs and Vision

- The power of beliefs and assumptions
- Vision of a learning system
- Components of a comprehensive learning system
- The Standards for Professional Learning

Becoming a Learning System

Section 2: Roles and Responsibilities

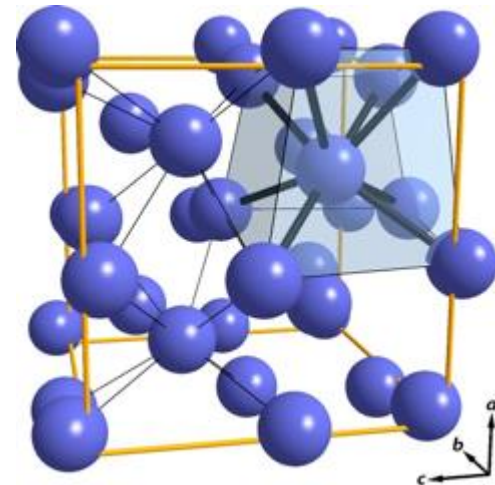
- The role of the school board
- The role of the superintendent
- The role of district leaders
- The role of principal and teacher leaders
- The role of external assistance providers



Becoming a Learning System

Section 3: Building the Learning System

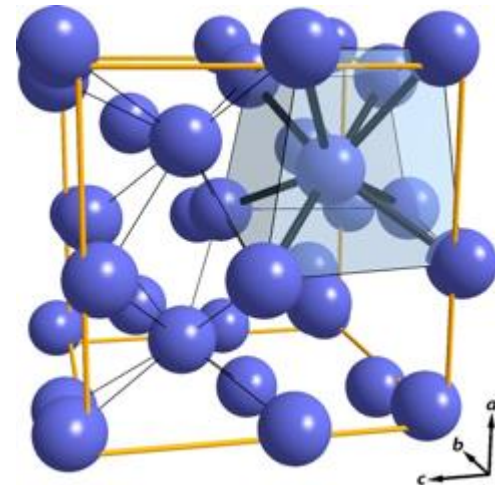
- Building trust
- Moving vision into action
- Analyzing student learning
- Developing an instructional framework
- Building the learning agenda
- Shifting educator practice



Becoming a Learning System

Section 4: Strategies for Effective Implementation

- **Leveraging performance evaluation**
- Engaging parents and family members
- Influencing decision-makers
- Focusing labor/management work
- Building leader pipelines
- Networking to accelerate learning
- Coaching for improvement
- Celebrating progress
- Innovations in adult learning



TOOL 16.4

Evaluations serve as pathways for professional growth

PURPOSE

Understand how evaluations can lead to a system of professional growth through professional learning.

TIME

1 to 1½ hours

MATERIALS

- Note-taking worksheet
- Von Frank, V. (2013, Winter). Evaluations serve as pathways for professional growth. *The Learning System*, 8(2), 1, 4-5
- New York State United Teachers. (2013, Winter). The New York State United Teachers teacher evaluation and development process. *The Learning System*, 8(2), 7
- Chart paper
- Markers
- Sticky notes for each table
- Pens and pencils

	New York's Teacher Evaluation and Development System	Our District's System
Constructive Self-Reflection		
Multiple Measures		
Create Individual Learning Plans		
Incorporate Evidence-Based Feedback		
Build on Trust		

Modified Protocol

- Get into teams of 4-5 members
- Individual members read the article about NY's system and take notes using the table (10 minutes)
- As a table team, discuss which elements of NY's system and the systems of the groups' members are most effective (10 minutes)



Final Reflections: Connecting Evaluation to Professional Learning

- What are your key takeaways?
- In what ways will connect effective professional learning to your district's evaluation system?
- What else do you want to learn?



Outcomes:

Participants will:

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Thank you!

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